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READINESS AND PHONETIC ANALYSIS OF WORDS IN GRADES K-2.

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THE METHOD USED AT THE BELLEVUE, NEBRASKA, PUBLIC SCHOOLS TO TEACH READING READINESS AND THE PHONETIC ANALYSIS OF WORDS IN KINDERGARTEN THROUGH GRADE TWO IS DESCRIBED. SUGGESTIONS FOR TEACHING THE READINESS SKILLS OF AUDITORY AND VISUAL PERCEPTION, VOCABULARY SKILLS OF WORD RECOGNITION AND WORD MEANING, AND THE PHONETIC ANALYSIS OF WORDS IN GRADES ONE AND TWO ARE GIVEN. THE SECTION ON PHONETIC ANALYSIS PROVIDES INFORMATION ABOUT CONSONANTS, CONSONANT BLENDS, DIGRAPHS, THREE-LETTER BLENDS, VOWELS, VOWEL VARIANTS, THE DOLCH READING LIST, RHYMING WORDS, LITTLE WORDS IN BIG WORDS, COMPOUND WORDS, MULTIPLE MEANINGS OF WORDS, SYNONYMS, ANTONYMS, HOMONYMS, ROOT WORDS, POSSESSIVES, AND CONTRACTIONS. A CHECKLIST FOR COMPREHENSION SKILLS AND ORAL READING IS INCLUDED. (RH)

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Guidelines

READING SKILLS K-2

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Bellevue Public Schools

Bellevue, Nebraska

READINESS AND PHONETIC ANALYSIS OF WORDS IN GRADES K - 2

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FOREWORD

Guidelines in reading have been prepared to aid the classroom teacher in the presentation of reading skills. Lower elementary teachers will find the phonetic approach to reading instruction included in the manual of the Scott, Foresman basic text. All other elements involved in the teaching of reading skills may be found in this guide, including the phonetic analysis of words, comprehension, and oral skills which should be introduced or retaught during the school year.

An enrichment folder will be developed during the 1965-66 school year to supplement this guide. It will include suggested methods, devices, and blackboard activities for the teaching of reading skills.

The components above together with the teacher's interest, enthusiasm, and ability to recognize a student's reading aptitude are vital to a strong reading program. The combination of these elements constitutes the philosophy of the Bellevue Public Schools toward the teaching of reading.

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READINESS AND PHONETIC ANALYSIS OF WORDS

IN LOWER ELEMENTARY GRADES

The term "reading readiness" does not apply to kindergarten only. Because of the varied abilities of children, readiness may need to be taught in first grade or occasionally at higher levels.

Regardless of grade level, the pupil must have mastered certain auditory and visual skills before phonics can be taught successfully. These are listed below:

Perceptive Skills

Auditory

The student is proficient in listening when he --

1. Can reproduce pronounced two and three syllable words. The teacher says the word and the child repeats it after her.

2. Is able to hear length of word. Which is shorter? (boy--elephant)

3. Knows number of sounds in spoken words. The teacher may ask how many "parts" the child hears in a given word. (cat--rabbit--kangaroo) This paves the way for later teaching of syllabication.

4. Is able to hear sound at beginning, middle, and end of words. Even though he may not be able to reproduce the sounds at this level, he should be able to pick out the word that begins with a certain sound. Later he should be able to identify words that end with that sound. The most difficult task in this sequence is learning to hear the sound in the middle of the word. This ability may take a long while to develop, but until the child can hear the sound, it is useless to begin phonic instruction which has the child making the sound.

5. Hears rhyming words. The teacher needs only to refer to the word "rhyme" in an incidental manner. Nursery rhymes, nonsense verses, children's poetry, and later having children supply a "word that rhymes" all help develop an ear for rhyme.

6. Is aware of unusual words. Children enjoy hearing unusual words. Dr. Seuss is a favorite source for the introduction of unusual words.

Visual

The student is proficient in visualizing when he --

1. Uses picture clues. These help a child to be observant and use reasoning power.

2. Recognizes colors, sizes, shapes.

3. Observes likenesses and differences in letters. Many children are not aware that there are letters within a word, so it is important that the child be made conscious of the different letters within words.

4. Uses left to right eye movement.

Vocabulary

Word Recognition

The student is proficient in recognizing words when he --

1. Is interested in words. The teacher can aid in the development of this interest by placing labels upon familiar objects.

2. Recognizes his own name in print.

3. Knows the names of letters. The child learns in the readiness period to say the names of the letters. Particular attention needs to be given to letters as "b" - "d" - "p" and "q". Whether or not the child knows the names of the letters in sequence is not nearly so important as being able to identify them.

4. Can match letters. It is important for the child to learn to match letters and match words that begin the same. Thus the teacher can lead them into matching words and can then even mix words and letters.

5. Can match capital and small letters. When the child has learned to match letters and words that begin the same the teacher can include capital and small letters.

Word Meaning

The student is proficient in the meaning of words when he --

1. Has a speaking vocabulary. Particular attention should be paid at the readiness level in aiding the child in developing a speaking vocabulary which is adequate to convey his own ideas. This can best be acquired in as informal a situation as can be provided.

2. Associates pictures to words. In the readiness period the child needs to learn to associate pictures to words. This is done by the use of labels, both objects and on the child himself.

3. Identifies new words by picture clues. This technique of identifying new words by picture clues should be encouraged. This does not mean that the child is actually reading the picture. The purpose is not to develop a reading skill, but to help him grasp the concept that printed words represent objects and actions.

PHONETIC ANALYSIS OF WORDS IN GRADE ONE

Because reading skills in the primary grades are so vitally important to the child's ability to read well, the teacher must move slowly in this area. She must be certain each pupil is mastering those skills which are essential to more advanced reading. A logical, sequential development of skills as presented in the teacher's manual will build an effective foundation for good reading.

Many bright children can learn to read well in the primary grades without the presentation of any phonetic skills. Many educators believe that this is one reason so many superior students are poor spellers in the upper grades. Pupils in higher grades also need to use phonetic analysis in unlocking long and difficult words. These reasons indicate that all children will benefit from a strong program of phonics in the first grade.

The words listed are those most commonly found in the most widely used first grade reading basic texts. By the end of the first grade the child should be able to identify all the words in the list. These are words which a child should know by sight, and not ones on which he has to use word attack skills. He should be able to recognize the words both in small letters and when the first letter of the word is capitalized.

Words Usually Found in Pre-Primers

a
airplane
an
and
apple
are
at
away
baby
ball
be
bed
big
birthday
blue
boat
bow-wow
cake
call
can
cap
car
Christmas
come
cookies
cowboy
daddy
did
dinner
dish
do
dog
down
father
fast
find
fine
fish
for
funny
get
girl
give
go
good
good-by
green
has
have
he
help
her
here
hide
home
house
I
in
is
it
jump
kitten
like
little
look
make
may
me
mitten
mother
morning
my
near
no
not
oh
on
one
party
pie
play
pretty
puppy
ran
red
ride
run
said
see
she
show
sleep
something
splash
stop
surprise
table
thank
that
the
tree
to
toy
two
up
want
we
what
where
will
with
work
yellow
you
your

Additional Words Found in Six of Seven Leading Primers

about	fun	night	they
again	had	new	this
all	happy	now	too
am	him	of	us
as	his	put	walk
back	how	rabbit	was
black	just	sat	water
boy	know	saw	way
but	laugh	so	went
came	let	some	were
could	long	soon	when
cow	man	take	white
eat	many	them	wish
farm	Mr.	then	who
from	must	there	yes

Consonants

Sounds are often exaggerated in classroom instruction, especially when the children try to verbalize the isolated sound of a consonant or a consonant blend. In these cases the children give the sound of "c" as "cuh" - "b" as "buh" - "k" as "kuh" - "l" as "luh" - etc.

A child cannot articulate the sound of an individual consonant unless a vowel is added, and when a vowel is added the result is a syllable, not a consonant sound. When a child tries to blend this syllable with other elements in a word he meets with difficulty. The practice of having children verbalize separate consonant sounds may do more harm than good.

The child should learn to recognize and know the sound of each of the nineteen consonants which make only one sound. These nineteen initial sounds should be taught one at a time, providing two examples for each:

b-ball big	d-dog duck	f-fast fun	h-help home	j-jump jet
k-kitten kangaroo	l-little long	m-man must	n-night new	p-picnic park
q-question queen	r-rabbit red	s-sun something	t-talk time	v-violet valentine
w-walk went	x-xylophone xylem	y-yes yellow	z-zoo zebra	

After the single initial consonants are learned, the child should be made aware of the sound when it is in the final position.

(Such as "and" - "cat" - "puff" - etc)

The child then needs to be made aware of the single consonant sound in the medial position.

Consonant Blends

Following the mastery of consonant sounds the initial blends are introduced. These are not all introduced at one time, but are introduced over a period of many months.

It is wise to point out to the child that he can decide if the initial sound is to be a single consonant sound or a blend by going up to the first vowel. If there is only one letter before the vowel, it is an initial single consonant. If there are two or three letters, it will be a blend.

(Listed in order of difficulty)

sh-she	fr-from	cl-clown	sw-swim
st-stop	wh-why	gl-glad	tw-twin
bl-black	th-then	sp-spin	
pl-play	ch-children	sm-small	
tr-train	fl-fly	sn-snow	
dr-drum	gr-grow		

Structural Analysis

At first grade level the child is taught to notice the endings of words. The "s" - "ing" - "ed" endings are taught. In presenting the final "ed," children listen for the final "d" sound as in "moved," the "t" sound as in "liked," or the sound of "ed" as in "wanted."

First graders are taught the possessive form 's.

They will learn to recognize compound words and to pick out the two words within the compound word.

Attention is given to contracted word forms and the part played by the apostrophe. The child should be able to isolate the two words within the contracted word.

He should have no difficulty in seeing little words in big words. Such words as sold, fill, fall, rat and for, are samples of words that a child will come across in his reading which a teacher might use to check the child's ability to spot these little words in larger words.

The first grader will be introduced to words that mean the same (happy-jolly), opposites (up-down), and to words pronounced the same but with different meanings and possibly different spelling (rode-road).

The teaching of phonetic skills is not an end in itself, but an aid to help the child become a better and more independent reader. To be successful, they must be incorporated with the actual reading process. Not all of the children will master the skills listed above, and they will have to be continued in second grade. Some children, however, will learn the skills quickly and easily, and these children should be given ample opportunity to do independent reading and to use these skills as they read.

CHECK LIST FOR COMPREHENSION SKILLS AND ORAL READING IN GRADE ONE

Comprehension Skills

The student can comprehend sufficiently when he --

1. Understands that the printed symbols represent objects or actions. This may be accomplished by labeling objects as well as labeling pictures which show action.

2. Can follow printed directions. Dittoed sheets or experience charts are helpful in developing this skill. Directions telling the children to find the boy's house, draw a picture of the boy's boat, etc.

3. Can verify a statement. Before the child reads a story, the teacher should provide him with a simple question which the child will answer following the reading of the material. The question used for one group can be used again with another group as progress is made to the same story.

4. Can draw conclusions from given facts. A pupil in the first grade needs to learn to draw conclusions from given facts in the reading material. Ask the child how he thinks the story will end or what will happen next.

5. Can recall what has been read silently. The child must be able to recall what he has read. If he cannot, this is an indication that the material has been read too rapidly or that the material is too difficult. No attention should be given to speeding up a child's reading at the first grade level.

6. Can place events in sequence. He must not only recall facts, but he must also be able to place them in a proper sequence.

7. Can remember where to find answers to questions. Children may sometimes be given questions after they have read the material and told to find where the answers are. This will involve not only recalling that something did happen, but knowing where it is in the book. It is well to ask the child where a certain thing was said. Questions should be of a type that will require answering in the exact words of the author rather than something the child can answer from memory.

Oral Reading Skills

A child should not be asked to read orally until he has first read silently. First grade children may be asked to read a sentence silently and then to "say" it.

The "Round Robin" type of oral reading should be avoided. The oral reading of the story should be made interesting and enjoyable by continuously asking motivating questions and interjecting stimulating remarks as children read out of order in as informal and sociable a group as possible.

A student is proficient in oral reading if he --

1. Uses correct pronunciation.
2. Uses correct phrasing (not word-by-word).
3. Uses proper voice intonation to give meaning.
4. Has good posture and handles book appropriately.
5. Understands simple punctuation -- period, comma, question mark, and exclamation mark.

PHONETIC ANALYSIS OF WORDS IN GRADE TWO

Reading skills in the primary grades are vitally important to the child's ability to read effectively at higher levels. The teacher must move slowly. She must be certain that each child is mastering those skills which are essential to more advanced reading.

Of course, the learning of phonetic skills is not the final goal. The teaching of skills is intended to help children read better. If skill instruction is isolated from reading itself, some children may not be able to make the connection between the two.

Consonants

At the second grade level, the child should know all consonants and blends in the initial, medial and final position. The child should regularly use consonants and consonant blends as a means of unlocking new words. Sounds of these letters and blends have been taught at first grade level, but will have to be reviewed at second grade reading level with emphasis being placed upon their use. Visual similarity of rhyming words such as call, fall, and ball need to be pointed out. A review of final consonant blends, with careful attention to the child's ability to use this skill, is essential.

Since it is impossible to isolate many consonant sounds, they should always be presented as the sound which comes at the beginning, middle or end of the word. The teacher might associate the sound of "b" as that at the beginning of ball or baby, for example. If she

presents the sound of "b" as "buh," it necessitates the sound of a vowel along with that of the consonant. Thus the word would be sounded as "buh-aby" (baby). This is both unrealistic and confusing to the child.

Listed below are words which might be used in presenting the consonants in their initial, medial and final positions:

b -- boy, rubber, tub
c -- came, uncle, picnic
cent, pencil, face
d -- dish, puddle, red
f -- form, office, muff
g -- get, bigger, pig,
gentle, ginger, page
h -- home
j -- just, enjoy
k -- kick, quicker, stack
l -- lump, color, ball
m -- mix, simmer, trim
n -- nut, banner, thin
p -- pin, upper, cup
q -- quick, sequin
r -- run, mirror, stir
s -- sit, dresser, pass
(z sound at end of some
words, pans, tugs, suds)
t -- top, better, fat
v -- can, never, have
w -- want, away
x -- xylophone
y -- yet (y is a consonant
only at the beginning
of a word)
z -- zone, fuzzy, buzz

Consonant Blends

bl -- blue
st -- stem, faster, mist
fr -- from, afraid
sm -- small
sn -- snail
sw -- swim
cr -- cry
dw -- dwell
pr -- prince
sk -- skate
sp -- spell
tw -- twin, untwist
gl -- glad
fl -- flat
pl -- play, replant
cl -- clay, unclean
br -- brother
dr -- drop
gr -- grow, regroup
sc -- score
sl -- slip, asleep
tr -- trade, entrance

Digraphs

These are also referred to as blends in the Scott-Foresman texts:

ch -- chip
th -- they
wh -- what
ph -- phone
sh -- shoe
gh -- cough
ng -- rang

Three Letter Blends

str -- strike, astride
thr -- throw
spl -- split
sch -- school
spr -- spring
chr - Christmas

Vowels

Because the long vowels essentially say only their own names, it is much easier if the short vowels are learned first. The short vowels can be more easily remembered if the child is taught at least one key word which begins with each of the short vowel sounds:

a -- apple e -- elephant u -- umbrella
i -- Indian o -- octopus

It is helpful for the child to know that the letter "y" is a consonant only at the beginning of a word. In any other position it is a vowel.

These following vowel rules are probably the most important to be learned in second grade. Any phonetic rule should be stated as a generality, since there are exceptions to all of them.

1. A single vowel in a word or syllable is usually short.

2. An "e" at the end of a word usually makes the preceding vowel long.

3. A single vowel at the end of a word or syllable is long.

4. When there are two vowels together, the first is long and the second is silent. While this rule is widely taught, there are many exceptions. It would be well to advise the pupil to <u>try</u> this rule to see if it makes a word.

Vowel Variants

The letters "r" - "w" and "l" affect the sounds of vowels.

Controlled by "r":
u -- fur, turn, pure
a -- far, park, pare
e -- her, person, here
o -- for, worm, score
i -- fir, first, fire

Controlled by "w": law few now

Controlled by "l": tall always

The most valuable list of words which the second grade teacher has to rely upon are the 220 basic sight words prepared by Dolch. These words make up 75 per cent of all the reading that the child will do in the elementary grades, and 50% of all the reading which he will do in his entire life. The child should know these words by sight and should not have to use his word attack skills. These words are arranged in columns of increasing difficulty. The words in Column I should be given attention first, continuing to the next as the preceding one is mastered.

Dolch Reading List

Column I	Column II	Column III	Column IV	Column V
and	at	all	an	find
are	away	am	after	gave
can	big	around	as	got
come	blue	black	be	has
funny	down	but	brown	know
go	for	by	cold	let
he	good	call	did	live
is	green	came	fly	made
jump	have	do	from	many
little	in	fast	going	new
look	it	get	had	now
my	me	going	help	over
of	not	into	him	put
play	on	make	her	that
red	one	no	his	them
run	ran	old	if	then
said	saw	out	its	they
see	three	was	round	walk
the	too	who	so	when
this	we	she	soon	went
to	will	some	ten	were
up	yellow	stop	under	what

Rhyming Words

Visual similarity of rhyming words need to be pointed out such as: call ball fall

Little Words in Big Words

During the second grade reading level, the teacher must watch for and use, as a method of word attack, the child's ability to read little words in big words as: many ball

Compound Words

Compound words should be recognized as two words put together to form a word: barnyard upon into

Multiple Meanings of Words

The child needs to become aware of multiple meanings of words. These do not need to be difficult words, but can be simple words that are found in the child's reading vocabulary such as:

top -- used as a toy
used as the top of a desk

fast-- used as a fast runner
used as not eating
used as a fast color

Synonyms

The second grade child is introduced to the meaning of the word "synonym" and is instructed in learning a number of simple meanings.

jolly-happy unhappy-sad

Antonyms

Antonyms are learned as opposites.

up-down fast-slow

Homonyms

Words pronounced identically but with different spellings and meanings are "homonyms." The teacher might present this to the entire class, for they will need many repetitions in order to distinguish between the words.

rode-road

Root Words

At the second grade level the child needs to identify roots or base words. This skill is introduced at the first grade level and needs to be reviewed again.

mines longer cleaning

He must recognize word endings such as:

"en" waken "ful" careful

In addition to learning these skills in order to be a better reader, he needs to know them to help him in spelling.

1. The final "e" is usually dropped when adding an ending beginning with a vowel as:

hide-hiding hope-hoped

2. When a word ends in a single consonant following a single vowel, the final consonant is usually doubled when an ending is added as in:

running swimming dropped hopping

3. When a word ends in "y" following a consonant the "y" is usually changed to "i" when adding an ending as in:

cried ponies prettiest

4. When a word ends in "f" the "f" is usually changed to "v" when "es" is added making the plural form as in:

halves

Possessives

Some children in the second grade will need to have the concept of the added apostrophe developed.

Dick's coat

Contractions

Two words which have been shortened to make one word by omitting certain letters represent a change in word form are called contractions.

isn't I've I'm you're let's

He must also be able to disconnect the printed "fi" and "fl" as in:

fish fly

CHECK LIST FOR COMPREHENSION SKILLS AND ORAL READING IN GRADE TWO

Comprehension Skills

The student generally is comprehending what he reads when he --

1. Associates ideas and materials read. This means he is able to draw conclusions; can predict outcomes; can find proof by locating the sentence or paragraph upon which his answer is based; and can associate text with pictures.

2. Organizes his ideas. This means he can follow directions such as on the blackboard and printed worksheets; can find the main idea such as making up alternate titles for stories and choosing from several titles; and can follow a plot sequence.

3. Locates information. This implies that he can find table of contents, page number, titles, and specific information. Before pupils read silently, the teacher should specify definite information to be found. After silent reading, questions should be asked as to the content and some passages read orally to verify the answers.

4. Appreciates what he reads. The student should be able to draw and illustrate the stories he reads. He should be able to tell a story which he has previously read. In addition, the student's owning several books which he particularly likes naturally indicates appreciation.

Oral Reading Skills

A student is proficient in oral reading if he --

1. Reads clearly and distinctly.

2. Reads with expression.

3. Reads fluently.

4. Reads so that listeners enjoy the story.